

Grade 5 Scoring Standard for Personal Narrative Writing					January 2006
<p>Personal narrative writing tells a story based on a real experience. A personal narrative will have a beginning, middle, and end.</p> <p>Writing Assessment Traits</p>	4 Advanced: Exceeds Standards	3 Proficient: Meets Standards	2 Basic: Below Standards	1 Below Basic: Significantly Below Standards	
	The score indicates the student’s response to a particular prompt on a particular day.				
	This paper is advanced and above grade level. It demonstrates an understanding of narrative writing. The writer’s use of language contributes to the development of an engaging piece of writing.	This paper is proficient and at grade level. It demonstrates an understanding of narrative writing. The writer’s use of language contributes to the development of a clear and concise paper.	This paper is basic and below grade level. It demonstrates a basic understanding of narrative writing. The writer’s use of language results in a paper that is underdeveloped.	This paper is below basic and significantly below grade level. It demonstrates fundamental deficiencies in the writer’s understanding of narrative writing. It may be written off topic, written in a language other than English, or not written in black ink.	
	4 This paper generally exhibits the characteristics listed below.	3 This paper generally exhibits the characteristics listed below.	2 This paper generally exhibits the characteristics listed below.	1 This paper generally exhibits the characteristics listed below.	
<p>Ideas</p> <p>Ideas are the focus of the story that, together with elaboration and selected details, develop the story line.</p>	<p>Develops ideas well and uses specific, relevant details across the response.</p> <p>Clearly organized; the ideas are presented in an orderly way.</p> <p>Purposeful word choices contribute to strong voice.</p> <p>Control over varied sentence construction enhances sentence fluency.</p> <p>Minor errors in grammar, spelling and conventions do not interfere with understanding.</p>	<p>Clearly developed ideas; may have simple details.</p> <p>Organization provides pieces of information that are related to each other.</p> <p>Typical, grade-level word choice; emerging voice.</p> <p>Control over simple sentence construction contributes to sentence fluency.</p> <p>Errors in grammar, spelling and conventions do not interfere with understanding.</p>	<p>Ideas are unclear and/or underdeveloped; details are disconnected and/or presented as a list.</p> <p>Disorganized or difficult to detect organization.</p> <p>Simplistic word choice; lacks voice.</p> <p>Limited control over sentence construction and fluency.</p> <p>Errors in grammar, spelling and conventions may interfere with understanding.</p>	<p>Attempts a response, but lacks focus and details.</p> <p>Little or no control over organization.</p> <p>Limited or inaccurate word choice.</p> <p>Little or no control over sentence construction and fluency.</p> <p>Errors in grammar, spelling and conventions make understanding difficult.</p>	
<p>Organization</p> <p>Organization, the internal structure of a piece of writing, includes the beginning, middle, and end. Additionally, transitions within the story connect the story elements in a logical sequence.</p>					
<p>Voice</p> <p>Voice is the presence of the writer on the page. It is the sense that a real person who cares about the message is speaking to the reader.</p> <p>Word Choice</p> <p>Word Choice is the precise use of words. Strong word choice is characterized by the ability to use common words effectively.</p>					
<p>Sentence Fluency</p> <p>Effective sentence construction creates an easy flow and rhythm to the writing. The writing is free of awkward word patterns that interfere with readability.</p>					
<p>Conventions</p> <p>Conventions (grammar and usage, spelling, punctuation, capitalization, and paragraphing) are the mechanical correctness of an essay.</p>					